

Year 3/4 Newsletter: Term 1 No 2

Challenge students to be risk takers who become independent, collaborative learners

Reading

Students have built upon their understanding of picking a book that is 'Just Right', ensuring the book interests them and is at an appropriate level. They have developed their reading stamina by increasing the amount of time they can read independently. Students have explored and applied a range of reading strategies including summarising, making connections, inferring, visualising and predicting. They have used their knowledge of these strategies to assist them when critiquing and analysing persuasive texts. Students have enjoyed reading a variety of texts using the computer program, Reading Eggs.



Kawin reading his story

Sizzling Starts

*'Someone was crying in the middle of the street.'

*'Why are there pencils in my hair?'

By Angela

*'I woke up in the night hearing a squeaky noise, "What an awful sound!" I thought.'

*'Looking in the distance I could see a flooded city.'

By Lily

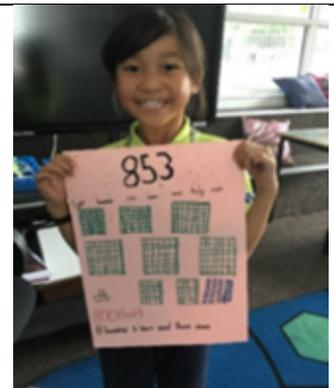
Writing

Students explored a range of narrative texts, focussing on using the correct structures and enhancing their writing using descriptive language. They used their knowledge of vocabulary, connectives, openers and punctuation (VCOP) to expand noun groups and added interesting adjectives to further engage their readers.

Students also worked hard to create 'Sizzling Starts' as a hook to engage the reader. They worked through the writing cycle where they planned, drafted, edited and published narrative writing pieces. It was great to see students share writing pieces of which they were proud with their peers.

Maths

Students have been expanding their knowledge of place value through a hands on approach. They have been reading, making, drawing, ordering, writing in words, expanding and renaming numbers. Year 3 students have worked with numbers up to 10,000 and Year 4 students numbers to 100,000. Students are developing their skills to recognise rules for number patterns when using addition and subtraction and to use appropriate mental strategies to solve equations. Students have been practising telling the time at their point of need. They have participated in hands on measuring activities measuring length using informal and formal units and have measured the perimeter of different objects. Students have practised skills using the program IXL and practised personal goals using the program Essential Assessment.



Elina with her place value poster.



Andy V researching information

Inquiry

Students celebrated Cultural Diversity Week with a Cultural Inquiry unit. They explored the sights, sounds, smells and tastes of lots of different cultures. They researched games, music, important sites and put their research together using a variety of different digital tools such as Prezi or Slides. Some of the activities included cooking dishes from other countries and trying to guess what native herbs and spices were from their scent alone. Students enjoyed the fantastic incursion 'Games Boy' where they learnt about games from around the world.

Science

Year 4 students explored the topic 'Beneath Our Feet'. They started by sharing what they knew about soils, rocks and landscapes and had some hands-on experiences focused on soils and their features. They compared and examined three different soil types and shared their observations with their peers including what they saw, felt, and heard! They also learned about how landscapes, soils and rocks are affected by weathering and erosion. After looking at different types of rocks, including sedimentary, metamorphic and igneous rocks, they learned about their differences and how they are formed. Students conducted an investigation to see how rocks are affected by change over time and each student had the opportunity to find a rock of their own and call it their 'pet rock'. They applied their understanding to determine what type of rock it was and wrote their own rock stories.



Angela with her pet rock

Year 3 students explored the topic 'Night and Day', learning about how the rotation of the Earth causes night and day. They explored how the movement of the Earth around the sun created night and day at different times for different sides of the planet. They discovered that shadows move as the sun travels across the sky, even though the Sun doesn't actually move at all in space! They had a great time exploring the International Space Station on Google Earth.



Jessie and Raymond using a torch and a globe to show which parts of the Earth have daylight.



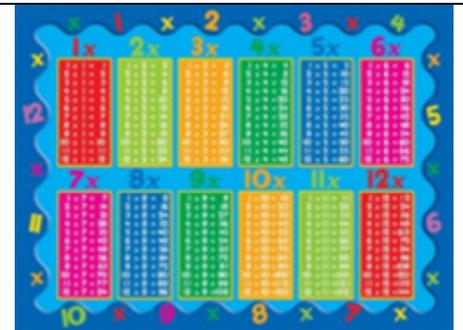
A vibrant school by Raymond

SOCIAL AND EMOTIONAL LEARNING

Students unpacked the school vision, values and rules which make our school environment a great place to learn. Students had the opportunity to create rules for the 3/4 learning space. Along with teachers, students discussed how to make every minute matter. Some ideas that students suggested were being on time for school, helping others, having helpful conversations and encouraging positive behaviour both in the classroom and in the yard. Students were asked to learn the school vision which is 'Create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible' and then to draw what they believed a vibrant school looked like to them.

Homework

Students take home a book every night to read. If it is a long book it can be read over several nights. Students receive Homework every Thursday and have one week to complete it. Please ensure your child completes it as the activities will reinforce their learning at school. In addition to the weekly homework students can practise their spelling words and learn their multiplication facts. Year 3 students need to learn x2, x3, x5, x10 and Year 4 students need to learn x2, x3, x4, x5, x6, x7, x8, x9, x10



Reminders

Please ensure your child attends school every day and arrives by 8:50am to prepare for their day in order to maximise their learning time.

Students need to bring a 'nude food' snack and lunch every day.